



Pastoral Care & Student Management Policy

Introduction

School-based Pastoral Care refers to the total care of the student. It is a term used to describe both an attitude and a process, and is based on a belief in the dignity of the person. (Principal's Handbook: 4.1). The goals and practices outlined in this policy statement support a whole school approach to values education as expressed in the school mission statement.

Pastoral care at Good Shepherd Primary school is the responsibility of all staff, and is based on our mission statement and our school motto, 'Peace and Joy'.

Good Shepherd Primary is a welcoming Catholic community. We have a history of inclusive education, welcoming individuals and groups of children who are marginalised. Our policy promotes a climate of respect and justice for all, by nurturing the self-worth and dignity of each individual.

We are committed to and responsible for living out the gospel values of justice, respect, dignity and tolerance within the network of relationships which make up our school community.

We value our school/parish partnership which contributes to the total care of students, families and staff.

Student management

Student management is one aspect of the total care of every person in our school and is based on our belief in gospel values and our understanding that all human behaviour is purposeful, as we attempt to satisfy one or more of our needs.

The student management policy is based on the principles of procedural fairness.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision.'

The hearing rule includes the right of the person against whom an allegation is made to:

- know the allegation related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

(Registration Systems and Member Non-government Schools (NSW) Manual, December 2006, p.51)

Our practices and procedures contribute to creating an environment where each person feels valued and respected, and develops a sense of self-worth and achievement. These include positive strategies to ensure that all forms of discrimination, harassment, bullying or racism are considered to be unacceptable in our school because such attitudes do not support our belief in the dignity of each person.

Values education

Values & Attitudes are important components of the school approach to Pastoral Care and are embedded in the content of learning & teaching.

Child protection

Child protection procedures and practices are followed in accordance with Catholic Education Office policies and give clear directions on the roles and responsibilities of staff, volunteers and visitors to our school.

The use of corporal punishment is prohibited at Good Shepherd school.

Programs to Cater for Specific Individual Needs

Learning Support programs are available for students with specific learning difficulties.

Kindergarten Orientation / Transition

Sessions designed to inform families and identify students who may require specific assistance in settling into their first year at school.

Counselling

Counselling is available to students. CEO Parramatta provides this. Referrals by staff or parents must be discussed with the Principal.

New Arrivals Program

Students who have been resident in Australia for less than twelve months and who are from a non-English speaking background are able to receive additional support in literacy. The Principal will apply to CEO Parramatta for this support.

Year Six Transition to High School

Program to assist year six students as they transfer from Primary to Secondary school

Student management procedures

In the first instance, student management issues are the responsibility of the classroom teacher or the teacher on playground duty.

At the beginning of the year, teachers establish clear expectations, display them in the classroom and refer to them regularly.

Having established these expectations, children are to be made aware that there are consequences if the expectations are not met.

In the classroom

Disruptive behaviour (behaviour that inhibits learning):

- Speak to the child about inappropriate behaviour and state expected behaviour
- If behaviour persists provide the child with time out **in the classroom**
- If behaviour continues, provide time out **in class**. Record date, time and behaviour and refer to assistant principal
- Continuous disruptive behaviour is referred to the assistant principal who may refer the matter to the principal/parents/student services.

In the playground

In the first instance all issues are dealt with by the teacher on duty.

- The teacher on duty determines a course of action, through questioning all children involved.
 - Possible actions include shadow teacher, discuss appropriate behaviour, provide 'rule reminders'
- For issues involving violent or aggressive behaviour, the assistant principal or principal should be called.
- If the problem cannot be resolved because of the severity of the issue the assistant principal or principal should be called.

(Please refer to Pastoral Care and Student Management Procedures for further details)

Theft

All incidents of theft are to be reported directly to the principal.

Suspension and exclusion of students

Suspension means that a student's right to attend school has been withdrawn for a period of time. Suspension is not an end in itself but it allows a period of time when the school, parents and the student involved can work together to resolve the problem or behaviour that has led to the suspension.

The principal is the only person with the authority to suspend a student. Discussion will take place between the relevant member of staff and the student before suspension is initiated. The principal will immediately inform the parents of the decision and will also inform the head of school services who represents the Executive Director of Schools, Diocese of Parramatta.

In certain cases, the decision may be made to have a period of 'in-school suspension' where the student will attend school, but will be supervised by a member of the executive team instead of being in class. The student will be readmitted to the school after the period of suspension.

Exclusion means the total withdrawal of a student's right to attend school. It involves the termination of the contract entered into by the school and the parents at the time of enrolment. Exclusion must be preceded by suspension.

The head of school services and the parish priest must be involved in an appropriate manner regarding the issue involving the possible exclusion of a student.

The final decision regarding exclusion of a student is made by the Executive Director of Schools, Diocese of Parramatta. The principal must inform the parish priest and the parents of the student before the decision of the Executive Director of Schools is put into effect.

Matters involving students and illegal substances

Such cases will be addressed as part of the school's normal student management procedures and pastoral care of students. In the case of a serious event involving possible legal action, the school's first responsibility is the safety and welfare of students.

Our school provides age-appropriate preventative education relating to substance abuse through the Personal Development, Health and Physical Education curriculum and where appropriate, through pastoral care and Religious Education. The Parramatta Catholic Education Office policy and procedures are followed in detail as required.

Anti-racism

Our school mission statement reflects our approach to racism in all its forms

We are committed to:

- fostering the gospel values of justice, respect, dignity and tolerance
- developing a climate in which individuals are valued and respected.

Within such a climate our racial and cultural differences are respected and celebrated as gifts to the multicultural nature of our school and nation.

Racism in any form has no place at Good Shepherd School.

Our procedures which promote anti-racism are included in the following:

- Our philosophy of pastoral care of the whole community
- Our approach to student management
- A curriculum which celebrates cultural differences and which addresses racism in its content, especially in Religious Education
- Policies and procedures which are racially and culturally inclusive
- In the case of racist behaviour, appropriate action is taken in line with the Parramatta Catholic Education Office policy statement on anti-racism.

What we believe:

We believe that:

- Every child has a right to learn and feel safe, secure, valued and respected
- Parents and teachers are partners
- The multicultural nature of our school is something to be celebrated
- Quality leadership is essential in promoting a safe and secure learning environment.
- Pastoral care is expressed through the development of quality relationships, the provision of satisfying learning experiences and the establishment of an effective care network.
- Pastoral care is an all encompassing initiative which caters for the holistic growth of students.
- It is the duty of each and every member of the school community to foster pastoral care throughout the school.
- The whole school community should be engaged in the creation of a safe and supportive school environment.
- Corporal punishment is inconsistent with the ethos of the catholic school and is not used under any circumstances at our school.

What we do:

- Put initiatives in place to build healthy relationships that promote care, respect and cooperation, as well as valuing diversity.
- Continually work together to provide a safe workplace, fostering meaningful and satisfying work experiences for all students.

- Develop, implement and review a meaningful award system that reinforces the many qualities and behaviours found in our Mission Statement.
- Act fairly and justly in all our dealings with students and parents.
- Establish classroom and playground pointers that provide guidelines for students on how to behave both inside and outside the classroom.
- Follow up all incidents to increase the likelihood of a successful outcome.
- Keep parents informed at all times.
- Put into effect the National Safe Schools Framework.
- Ensure that the roles and responsibilities of all stakeholders are understood.
- Through our values education initiative we are working towards the creation of a social skills program to help foster positive relationships.
- Focus on policies that are proactive towards prevention and intervention.
- Regularly review all policies and programs.
- Take action to protect children from all forms of abuse and neglect.
- Support procedural fairness, also known as natural justice in dealing with all members of the school community.

How we do it:

- Invite parents and students to various school functions throughout the year in an effort to strengthen established relationships and build new ones.
- Teachers work to create and maintain meaningful learning experiences, including relevant excursions, for all students in the school.
- The principal and teachers distribute awards weekly and keep up to date records.
- Students displaying unacceptable behaviour are interviewed and work together with the teacher/s to reach a satisfactory outcome for all concerned.
- Parents are informed by phone, letter or personally depending on the nature of the situation.

How we support it:

- Teachers are released to attend relevant inservice courses when necessary.
- Parents are given relevant information at meetings that are held on a regular basis.
- Staff from the Student Services work with teachers when necessary.
- Parents are encouraged to support the school in all matters relating to pastoral care.

Review Responsibility: Leadership Team

Review Date: 2019

<p>The National Safe Schools Framework, 2003, Is used as a point of reference when needed, especially when the policy needs to be updated.</p>
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